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ABSTRACT

This curriculum guide for Indiana's Latin education programs is intended as a model for the integration of communicative, cultural, and linguistic learning in Latin curricula and instruction and an aid in designing proficiency-based curricula and instruction. It establishes the proficiency expected at the end of each of four instructional levels by specifying communicative competencies or learning outcomes to be achieved, and defines progress in terms that can be readily understood. An introductory section for teachers offers suggestions for using the guide in identifying appropriate competencies, defining equivalent learning outcomes, and adapting them to the school district's needs. The guide is organized by instructional levels, with levels 1 and 2 addressed separately and levels 3 and 4 combined in one section. Each consists of a course description and specific proficiency statement, a list of statements describing learning outcomes in general terms, and a series of learning outcomes or generic competencies. Each generic competency has four components: a description of communicative competence, or student performance; a list of skills involved in performing the communicative competence; linguistic content, in levels 1 and 2 only; and an evaluation schema for teacher use. Notes on multilevel classes and use of translation are appended. (MSE)

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A GUIDE TO PROFICIENCY-BASED INSTRUCTION IN LATIN FOR INDIANA SCHOOLS

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A GUIDE TO PROFICIENCY-BASED INSTRUCTION IN LATIN FOR INDIANA SCHOOLS

Latin Competencies
Levels I-IV

Center for School Improvement and Performance
Indiana Department of Education
H. Dean Evans, Superintendent

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1987

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SECTION I

SUPERINTENDENT'S MESSAGE

In this modern age of computers and high technology, it may appear to many that the study of Latin is an anachronism. But, in Indiana schools today there are over 5,000 students who spend almost an hour every day in a Latin classroom and probably some more time studying the language at home.

Latin is alive in Indiana and should be alive for several reasons, one of them being that students who studied this language in the past have shown a marked improvement in their verbal SAT scores. A more important reason, however, is that this language, and the books and plays that were written by those who spoke this language, have shaped our civilization, our speech, our politics, and our history. As John Agresto points out so well:

These dead languages and the civilization they embrace are ours: They formed us, almost as deeply as have Christianity and the Bible. To give a small example, not too long ago I picked up my copy of the Federalist Papers and turned to one of James Madison's attacks on the opponents of the Constitution. In defending the new Republic, Madison mentions in the space of about two pages, Minos, Theseus, Numa, Tullius Hostilius, Brutus, Servius Tullius, Romulus, Crete, The Locrians, Rome, Athens, Sparta and The Achaean League. Madison, the Father of the Constitution, was just as much at home in Greek and Latin as he was in English and French. But the Federalist Papers were not essays written for a convention of classics professors. They were newspaper articles, read on the street. — John Agresto, Deputy Chairman, National Endowment of the Humanities, "Why Latin? Why Greek?" *Washington Post*, August 3, 1987.

Our children in Indiana deserve the opportunity to know and learn about the influence of the ancient world on our civilization. In no better way can they experience their heritage than through study of the language of their cultural ancestors.

The Latin Curriculum Task Force has developed this *Guide* to provide support to Indiana School Corporations in developing sound comprehensive Latin programs in their schools, this *Guide* does not mandate a course of study, but is intended to assist local schools in planning a Latin curriculum that is appropriate to the needs of today's student.

H. Dean Evans, Superintendent of Public Instruction

FOREWORD

Work on the Indiana Proficiency Projects in Foreign Languages began in 1983 before the State Board of Education mandated the Department of Education to develop proficiency guides. These Projects were initiated to address a need of foreign-language education in Indiana which existed at that time and which still exists today — the need for schools to develop proficiency-based curricula and instruction, that is, to define curriculum and instruction in terms of learning outcomes.

Thus far, the Projects have produced four *Guides* in the modern foreign languages — a generic document *A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools* and three language-specific addenda, one each in French, German, and Spanish. Those *Guides*, like this one, address the needs of foreign-language education in the spirit of the State Board of Education mandate which states: "A guide to aid schools in establishing proficiencies for each area shall be prepared and distributed to the schools by the State Department of Education." (511 IAC 6-2-2, 3, 4 & 5)

Over the past 15 years, the field of foreign-language education in America has struggled with the question of what the desirable learning outcomes should be after a set period of instruction, and how they can be expressed in a way that is comprehensible, not only to educators, but also to students, their parents, and the public. In this process the concept of "communicative competence" evolved, a concept that supports the so-called "proficiency movement" in that it emphasizes learning outcomes in terms of real-life performance rather than in terms of grammatical knowledge about the language.

A Guide to Proficiency-Based Instruction in Latin for Indiana Schools supports both the mandate of the Indiana State Board of Education and the "proficiency movement" within foreign-language education, for its emphases are upon student performance rather than on concepts "covered."

THE LATIN CURRICULUM TASK FORCE

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THE PHILOSOPHY OF THE INDIANA PROFICIENCY PROJECT IN LATIN

The major goal of this *Guide* is to assist Indiana Latin teachers in their continuing efforts to prepare the young people in this state:

- to be culturally sensitive and aware of the wealth of their Roman heritage and how it works in their daily lives;
- to interact positively and more tolerantly with other cultures in today's world; and
- to read with understanding what the ancient Romans have to say to moderns through time and space.

INTRODUCTION

In 1979, the President's Commission on Foreign Language and International Studies recommended the establishment of "language proficiency achievement goals for the end of each year of study at all levels, with special attention to speaking proficiency." Where "language proficiency achievement goals" in the modern foreign languages emphasize "speaking proficiency," the same kind of goals in Latin education focus upon reading proficiency.

The proficiency statements and communicative competencies in this *Guide* are designed to:

1. provide a model for the integration of communicative, cultural, and linguistic learnings in Latin currricula and instruction; and
2. help teachers to move toward the designing of proficiency-based Latin curricula and instruction.

For those reasons this *Guide* is set up to help Indiana Latin teachers to:

1. establish what "proficiency" is at the end of each level of instruction through sets of communicative competencies or learning outcomes to be achieved throughout that level of instruction; and
2. define progress throughout the Latin sequences in terms that students and the public can readily understand.

USING THE GUIDE

To the Teacher

Step One: Becoming Familiar with the Rationale for the Guide

Although the concept of a proficiency-based curriculum guide may at first seem threatening, most teachers will find that there is much more that is familiar than unfamiliar in this *Guide*. One reason is that Indiana classroom teachers — teachers of Latin — prepared it. A second reason for the familiarity is that every effort has been made to demonstrate the value of studying Latin by defining what kinds of skills and knowledge students can anticipate acquiring.

The emphasis throughout the development of the *Guide* has been on the "doable" and realism, for the Task Force is very sensitive to the fact that an enormous number of Latin classes are taught in the multilevel class context.

Step Two: Becoming Familiar with the Content of the Guide

Once you have become acquainted with the purposes for which this *Guide* is intended and the spirit in which it is being distributed, the second step is to study the learning outcomes (communicative competencies) in the levels of Latin you teach. As you deal with these competencies, you should note that:

- the proficiency statements and the proficiency indicators that introduce the learning outcomes for a given level represent the students' global competence or proficiency at the *conclusion* of that level;
- only a few of the learning outcomes will call for any changes in your teaching techniques and/or evaluation procedures; and
- as much aid as possible is being offered to teachers, including the option of defining equivalent outcomes or competencies in order to achieve the best "fit" possible with your school's curriculum and teaching materials.

Step Three: Identifying Those Learning Outcomes/Competencies with "Fit"

As you study the learning outcomes/competencies, you will find some — in any or all of the four levels represented in this *Guide* — that automatically have "fit" with your instructional goals, teaching practices, and evaluation procedures. The third step is to begin using those with "fit" as they become appropriate. Some "weight" should be given to those competencies involving reading.

Keep in mind that as you begin to work with the *Guide* in your Latin program that the intent of a proficiency-oriented curriculum is *not* to spend the last segment of a semester or a school year in testing; rather, the outcomes defined for a level should be tested as they become appropriate *throughout* the school year.

Step Four: Defining Equivalent Learning Outcomes/Competencies

As you gain confidence in using learning outcomes to evaluate student progress, you will discover areas that this *Guide* has omitted, for no guide of this kind can "fit" the wide range of textbooks that have been adopted in Indiana schools. It is at this stage that you will want to define equivalent outcomes to meet the needs of the curriculum in your particular Latin sequence. As you both initiate and progress in this process, keep the emphasis on global skills and reading as much as possible. You may want to use the proficiency indicators for each level to help you develop equivalent learning outcomes/competencies.

Step Five: Defining the Learning Outcomes/Competencies for Each Level of Instruction in YOUR School District

By 1990, you should have enough experience and confidence in implementing proficiency-oriented instruction to begin defining those learning outcomes/competencies which constitute the proficiency to be attained in each of the levels taught in your school's or district's Latin sequence. The process will involve both selecting competencies from this *Guide* and defining equivalent competencies as they are required. This is the final step: defining the competencies for each of the levels taught in a given school or corporation in each of the foreign languages offered. These competencies, then, should serve as the major criteria for the selection of teaching materials in the 1990 state textbook adoption.

As you begin defining the learning outcomes/competencies for your school corporation, you should be prepared for the facts that:

1. you, as an individual working alone or as a member of a teacher team, will have to "adjust" the competencies to fit varied teaching patterns (i.e., multilevel classes, utilizing the same textbook or set of teaching materials for three semesters, etc.);
2. it may be necessary to study the competencies in two levels of the *Guide* to find those with the best "fit" in your situation, using the Level I and II competencies in the *Guide*, for example, to find the best modes for the first level as it is implemented in your school or corporation; and
3. the definition of competencies is an ongoing process, for as teachers increase their skills and find better teaching materials, the evaluation procedures must also be adapted — probably at three-year intervals.

THE FORMAT OF THE GUIDE

The *Guide* is organized by levels of instruction. Levels One and Two are separate sections, Levels Three and Four have been combined, given the realities of Latin education today.

In Level One, the format is:

1. *The Specific Proficiency Statement:* A course description and a list of proficiency statements for the level.
2. *The Proficiency Indicators:* A list of statements describing in general terms the learning outcomes on which the competencies are based.
3. *The Learning Outcomes/Competencies:* These outcomes/competencies are organized under *cultural contexts* and *cultural situations*. The cultural contexts are broad general cultural topics which are common to a majority of the Latin textbooks adopted in Indiana. There are eight such broad categories: Reading and Literature; Family and Home; Politics and History; Everyday Life; Travel/Transportation; The World of Work; Our Roman Heritage; and the World of the Ancient Romans. Not all of the cultural contexts appear in all levels. Reading and Literature, for example, occurs in levels one and two; in the advanced levels the competencies are defined under the contexts: Literature: Specific Authors/Works and Literature: Generic Competencies. The specific cultural situation defines a narrow topic (e.g., geography, professions) or a situation in which the student must be prepared to function (e.g., planning a menu, role playing). The individual learning outcome/competence consist of four components:
   a. *Communicative Competence:* This is the finite description of what the student's performance is to be.
   b. *Skills:* A list of the skill or skills (listening, speaking, reading, and/or writing — in Latin or in English) involved in performing the communicative competence.
   c. *Linguistic Content:* A short description of the kinds of lexicon and structural knowledge necessary for the preparation of students for the competence defined or its equivalent. It should be noted that the communicative competencies can be achieved at various points throughout the level and that they lend themselves to various levels of complexity.
   d. *Evaluative Schema:* This component offers teachers guidance in determining how to evaluate the student performances.

In Levels Two through Four, the learning outcome/competencies have only two components, the communicative competence and the skills.

SECTION II

LEVEL ONE PROFICIENCY

Grades
7-8 9 10 11 12

Course Description

Instruction at this level begins with explanatory and drill activities on pronunciation, syllabification, and accent. The basic purpose of instruction at this level is to provide the student with a background in the fundamentals of grammar, especially:

1. the inflection and uses of nouns, pronouns, and adjectives;
2. the formation and use of adverbs;
3. the conjugation of the six tenses, active and passive, in the indicative and imperative moods;
4. the comparison of adjectives and adverbs;
5. cardinal and ordinal numbers; and
6. the formation and use of infinitives and particles.

The drill activities should extend to complete sentences and manipulative Latin-to-Latin exercises rather than being confined to isolated forms or the listing of forms. Since the emphasis in learning Latin is on learning to read the language, there should be maximal experience in reading graded materials and progressing from simple "made" Latin narratives to edited "real" Latin readings. These readings should reflect Roman "lifeways" and culture rather than contemporary American life. The acquisition of a basic Latin vocabulary should be integrated within derivative exercises involving meaning, word building, and the use of derivatives in meaningful contexts.

Specific Proficiency Statements

By the end of Level I, a student should be able to:

1. Participate in Latin question-answer exercises over familiar topics and in some brief simulated conversations, using simple sentences;
2. Comprehend the spoken language in the form of directions, commands, questions, structured dialogues, and simple narrative descriptions;
3. Read graded narrative and cultural materials over familiar topics;
4. Write any Latin that can be used orally;
5. Show an understanding of what ancient Roman life was like and what the Romans considered to be appropraite behavior and etiquette in a limited number of social situations; and
6. Demonstrate increasing awareness of Western Civilization's rich and diverse heritage from the ancient Romans.

Level One Proficiency Indicators

Proficiency indicators are descriptions in general terms of the kinds of things the students are to do in demonstrating their mastery of the competencies. They serve as a checklist and an aid in planning the curriculum. They will also serve in developing equivalent competencies if those in this *Guide* do not "fit" the local school program or the adopted text materials.

By the end of Level I, a Latin student should be able to:

1. Participate in Latin question-answer exercises over familiar topics and in some brief conversations, using simple sentences.

Indicators:

a. identifying and pronouncing the names of geographic locations;
b. using appropriate forms of greetings and leave-takings;
c. answering Latin-to-Latin questions;
d. making oral identifications; and
e. solving simple problems.

2. Comprehend the spoken language in the form of directions, commands, questions, structured dialogues, and simple narrative descriptions.

Indicators:

a. obeying commands in the form of classroom directions;
b. following directions given orally or via a dialogue;
c. summarizing the gist of an oral Latin dialogue or narrative in English; and
d. responding to Latin questions in English or Latin.

3. Read graded narrative and cultural materials over familiar topics.

Indicators:

a. summarizing the content in English;
b. answering English questions over the content;
c. translating the reading into English;
d. answering Latin questions over the content;
e. comprehending and following written directions;
f. organizing the information read into outline or chronological order;
g. matching definitions or descriptions with the people or events to which they refer; and
h. identifying famous historical, literary, legendary, and mythological figures and explaining their significance.

4. Write any Latin that can be used orally.

Indicators:

a. describing and defining events, geographic locations, and/or facets of daily life in Latin;
b. identifying and using Roman numerals in calculating dates and the like;
c. identifying and describing historical, literary, legendary, and mythological figures;
d. providing responses to oral and written latin questions; and
e. using questions to prepare guided compositions.

5. Show an understanding of what ancient Roman life was like and what the Romans considered to be appropriate behavior and etiquette in a limited number of social situations.

Indicators:

a. describing family relationships in Latin;
b. identifying the stages in transition from childhood to adulthood in English;
c. describing one's own home in Latin;
d. describing culturally authentic ancient Roman housing;
e. planning typical and special menus in Latin;
f. role playing daily events and recreational activities in English;
g. identifying and responsibilities of political offices in English; and
h. identifying and describing various architectural forms.

6. Demonstrate increasing awareness of Western Civilization's rich and diverse heritage from ancient Rome.

Indicators:

a. identifying and describing famous monuments in Rome in Latin and in English;
b. identifying and defining English words derived from Latin; and
c. using English words derived from Latin in meaningful contexts.

THE LEVEL ONE LEARNING OUTCOMES
(Latin Competencies)

Nota bene: The learning outcomes (competencies) under the first two cultural contexts are all multiuse, that is, the format of any single one is such that it can — and should — be used at two or three different times over the course of the first year of instruction.

Given the wide range of teacher options in this context, no learning outcome is accompanied by a definition of the linguistic content (i.e., the grammar points and vocabulary), for the teacher is in total control of the simplicity or complexity of the competency. No evaluative schema has been suggested for any competency either, leaving teachers free to elect the mode of evaluation in keeping with their usual practices.

Cultural Context: READING AND LITERATURE

Specific Cultural Topic: **Roman Life**

The Communicative Competency: Given a passage of Latin over some facet of Roman life, the student will summarize the content in English, translate the passage into English, or answer English questions over the content.

Skills: Latin reading, English writing

Specific Cultural Topic: **Roman Life**

The Communicative Competency: Given a passage of Latin over some facet, of Roman life, the student will write Latin responses to Latin questions over the content.

Skills: Latin reading and writing

Specific Cultural Topic: Any Event in Literature, Legend, History, or Mythology.

The Communicative Competency: Given a series of Latin descriptions of events in the Trojan War (the *Iliad*, the adventures of Jason and the Argonauts, the story of Phaethon, etc.), the student will arrange them in chronological order.

Example: (The Trojan War)

Troia a Graecis capta erat.
Graeci equum ligneum aedificaverunt.
In Africa Dido Aeneae auxilium dedit.
Troiani cum Graecis decem annos bellum gesserunt.
Aeneas cum patre, filio, sociisque fugit.

Skills: Latin reading and writing

Specific Cultural Topic: **Mythology**

The Communicative Competency: Given a list of titles of mythological stories and a set of brief Latin paragraphs describing each of these myths, the student will correctly select the appropriate titles.

Examples:

Daedalus et Icarus, Echo et Narcissus,
Ceres et Prosperpina, Theseus et Minotaurus

Skills: Latin reading and writing

Cultural Context: OUR ROMAN HERITAGE

Specific Cultural Topic: **English Derivation**

The Communicative Competence: Given a list of Latin words, the student will supply one English derivative of each and use that derivative in an English sentence.

Skills: Latin reading, English writing

Specific Cultural Topic: **English Derivation**

The Communicative Competence: Given an English paragraph in which the words derived from Latin sources have been underlined, the student will supply the Latin source and define the derivative in English.

Skills: English reading, Latin and English writing

Specific Cultural Topic: **English Derivation**

The Communicative Competence: Given an English paragraph, the student will be able to identify a set number of words derived from Latin.

Skills: English reading and writing

Cultural Context: FAMILY AND HOME

Specific Cultural Topic: **Roman Names**

The Communicative Competence: Given the *praenomina*, *nomina*, and *cognomina* of fictitious Roman fathers, the student will name one son and one daughter for each.

Skills: Latin reading and writing

Linguistic Content: Vocabulary: *praenomina*, *nomina*, *cognomina*
Structure: masculine and feminine gender, nominative case

Evaluative Schema: Accuracy

Specific Cultural Topic: **Roman Names**

The Communicative Competence: Given the names of at least two sons and the fathers adopting them, the student will write all four names of each adopted son.

Skills: Latin reading and writing

Linguistic Content: *Vocabulary: praenomina, nomina, cognomina*
Structure: masculine gender, nominative case

Evaluative Schema: Accuracy

Specific Cultural Topics: **Family Members**

The Communicative Competency: Given an authentic family tree of a Roman family, the student will identify relationships in simple Latin sentences.

Examples:

Aurelia erat mater C. Iulii Caesaris.
Filia C. Iulii Ceasaris erat Iulia.
Maritus Iuliae erat Cn. Pompeius Magnus.

Skills: Latin reading and writing

Linguistic Content: *Vocabulary:* family members, proper names

Structure: possessives, past tense of *sum*

Evaluative Schema: Accuracy of information and of language

Specific Cultural Topic: **Achieving Adulthood**

The Communicative Competence: Role playing the part of a Roman girl or a Roman boy, the student will explain when her *bulla* will be put aside and her wedding will take place or the ceremonies involved in assuming the *toga virilis* will occur.

Skills: English writing

Evaluative Schema: Completeness and accuracy of information

Specific Cultural Topic: **Roman Housing**

The Communicative Competence: Given Latin descriptions of various Romans, the student will decide where each most likely lives — in a *domus*, a *cenaculum*, or a *villa*.

Example:

Antonius senator est et magnam pecuniam habet.
Cornelius olim servus erat, sed nunc libertus est et in taberna laborat.
Aemilius est Romanus qui multas insulas possidet.
Octavius olim judex in urbe erat, sed non iam laborat et ex urbe movit.

Skills: Latin reading and writing

Linguistic Content: *Vocabulary:* types of Roman housing
Structure: compound sentences; may include relative clauses

Evaluative Schema: Accuracy

Specific Cultural Topic:	***The Domus***
The Communicative Competence:	Given an authentic floor plan of a Roman *domus*, the student will label all the rooms and areas in Latin.
Skills:	Latin writing
Linguistic Content:	*Vocabulary:* the names of the rooms and areas in a house
Evaluative Schema:	Accuracy
Specific Cultural Topic:	**The *Domus***
The Communicative Competence:	Given an authentic floor plan of a Roman *domus*, with all the rooms and areas labeled in Latin, the student will explain the function of each in one written English sentence.
Skills:	Latin reading, English writing
Linguistic Content:	*Vocabulary:* the names of the rooms and areas in a house
Evaluative Schema:	Accuracy and completeness of information
Specific Cultural Topic:	**The *Domus***
The Communicative Competence:	Given a floor plan of a typical Roman *domus* with some rooms and areas identified in Latin, the student will write one Latin sentence explaining something about each Latin term. **Examples:** Cena in triclinio ponitur. Canis aut pictura canis in ostio est. In culina servi cibum parant.
Skills:	Latin reading and writing
Linguistic Content:	*Vocabulary:* verbs of action; furniture *Structure:* agreement (noun, verb, adjective); prepositional phrases
Evaluative Schema:	Accuracy of information and of language
Specific Cultural Topic:	**Food and Meals**
The Communicative Competence:	Given a list of Roman foods, the student will write a menu for *ientaculum*, *prandium*, and *cena*.
Skills:	Latin reading and writing
Linguistic Content:	*Vocabulary:* foods, meals, beverages
Evaluative Schema:	Accuracy of foods selected and of language

Specific Cultural Topic: **The *Cena***

The Communicative Competence: Given a list of Roman foods, the student will write a menu for a typical *cena* and one for a special *cena* for guests.

Skills: Latin reading and writing

Linguistic Content: *Vocabulary:* foods, beverages, delicacies

Evaluative Schema: Accuracy of foods selected and of language

Specific Cultural Topic: **Clothing**

The Cummunicative Competence: Given a series of illustrations of Roman garments and items of clothing, the student will identify each in Latin and also know those who wore it (i.e., *viri, pueri, feminae,* etc.).

Skills: Latin writing

Linguistic Content: *Vocabulary:* names of garments and articles of clothing
Structure: gender

Evaluative Schema: Accuracy of identification and of language

Specific Cultural Topic: **Clothing**

The Communicative Competence: Given a list of articles of clothing, the student will describe each, including who wore it, in English.

Examples: stola, palla, soleae, toga praetexta, tunica, calcei, toga virilis, bulla

Skills: Latin reading, English writing

Evaluative Schema: Accuracy and completeness of information

Specific Cultural Topic: **The Gods**

The Communicative Competence: Given a list of Roman deities, the student will identify each in one or two Latin sentences.

Skills: Latin reading and speaking

Examples:

Iuppiter erat rex deorum. Signum eius fulmen erat.
Diana, dea lunae, cervum et sagittas habebat.
Venus erat dea amoris. Filius eius erat Cupido (Amor).

Linguistic Content: *Vocabulary:* names of the gods, their symbols and spheres of influence
Structure: agreement, genitives, predicate nominatives, and adjectives

Evaluative Schema: Accuracy of information and pronunciation

Specific Cultural Topic:	**The Gods**
The Communicative Competence:	Given a list of Roman deities, the student will identify each in at least one written Latin sentence.
Skills:	Latin reading and writing
Linguistic Content:	*Vocabulary:* names of the gods, their symbols, and spheres of influence *Structure:* agreement, genitives, predicate nominatives, and adjectives
Evaluative Schema:	Accuracy of information and spelling

Cultural Context: POLITICS AND HISTORY

Specific Cultural Topic:	**Famous Romans**
The Communicative Competence:	Given a list of famous Romans, the student will write a one-sentence Latin description of each. **Examples:** *Iulius Caesar* dictator perpetuus erat. *Vergilius* poeta clarus erat. *Augustus Caesar* imperator primus erat.
Skills:	Latin reading and writing
Linguistic Content:	*Vocabulary:* descriptive adjectives *Structure:* agreement, past tense, predicate nominative, and adjective
Evaluative Schema:	Accuracy of information and language

Specific Cultural Topic:	**Elective Offices**
The Communicative Competence:	Given the *cursus honorum*, the student will describe one duty of each office in English.
Skills:	English writing, Latin reading
Evaluative Schema:	Accuracy

Specific Cultural Topic:	**Legendary History**
The Communicative Competence:	Given a Latin passage involving a legendary hero, the student will retell the story in his or her own words. **Examples:** Romulus et Remus Horatius & Cincinnatus
Skills:	Latin reading, English writing
Linguistic Content:	This competency can be used at any stage of complexity or simplicity as this type of reading occurs in instruction.
Evaluative Schema:	Completeness and accuracy of information

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Topic: **Making Trips**

The Communicative Competence: Given a map of the Roman world or ancient Italy, the student will listen to a description of a journey taken and trace the trip on the map with a series of arrows.

Skills: Latin reading and listening

Linguistic Content: *Vocabulary:* names of cities, towns, roads; modes of transportation; workers in transportation
Structure: prepositions, verbs related to travel

Evaluative Schema: Accuracy of map

Specific Cultural Topic: **Making Trips**

The Communicative Competency: Given a map of the Roman world or ancient Italy, the student will read a description of a journey taken and trace the trip on the map in a series of arrows.

Skills: Latin reading

Linguistic Content: *Vocabulary:* names of cities, towns, roads; modes of transportation;
Structure: prepositions, verbs related to travel

Evaluative Schema: Accuracy of map

Specific Cultural Topic: **Famous Places to Visit**

The Communicative Competence: Given a map of Rome that shows geographical features and monuments, the student will write in a specified number of famous places to visit (i.e., the Tiber, the Colosseum, the Baths of Caracalla, etc.).

Skills: English writing

Evaluative Schema: Accuracy

Cultural Context: THE WORLD OF THE ANCIENT ROMANS

Specific Cultural Context: **The Known World**

The Communicative Competence: Given a map of the Roman world, the student will locate and pronounce the names of ten geographic points (i.e., countries, continents, oceans, cities, rivers).

Skills: Latin speaking

Linguistic Content: *Vocabulary:* names of geographic sites

Evaluative Schema: Accuracy of identification and pronunciation

Specific Cultural Topic: **Ancient Italy**

The Communicative Competence: Given a map of Italy, the student will locate and write in major geographic points (i.e., Roma, Brundisium, Pompeii, Ostia, Via Appia, etc.).

Skills: Latin writing

Linguistic Content: *Vocabulary:* names of geographic points

Evaluative Schema: Accuracy of identification and spelling

Cultural Context: EVERYDAY LIFE

Specific Cultural Topic: **The Baths**

The Communicative Competence: Given a Latin list of areas in the baths, the student will write a one-sentence Latin description of the activity in each area.

Examples:
calidarium — In aqua calida populi se lavant.
bibliotheca — Populi libros legunt.
frigidarium — Viri in aqua frigida natant.
apodyterium — In hoc loco vestes ponuntur.
unctorium — Oleum in corpore ponitur.

Skills: Latin reading and writing

Linguistic Content: *Vocabulary:* rooms/areas of baths; activities, tools, and substances used
Structure: prepositional phases, agreement, present or imperfect tense

Evaluative Schema: Accuracy of information and language

Specific Cultural Topic: **The Calendar**

The Communicative Competence: Given a series of Latin dates, the student will be able to write the English month and day for each.

Skills: Latin reading, English writing

Linguistic Content: *Vocabulary:* numbers, months, *Kalendae, Idus, Nonae*
Structure: grammar used in expressing dates

Evaluative Schema: Accuracy

Specific Cultural Topic: **Courtesy**

The Communicative Competence: Given a brief oral description of several people he/she has met in the Forum, including their names or occupations (i.e., a boy named Publius, a man called Brutus, a woman named Cornelia, a man named Silvester, a general, and two soldiers), the student will greet each orally and say goodbye to each.

Skills: Latin speaking

Linguistic Content: *Structure:* imperatives, vocatives

Evaluative Schema: Accuracy and pronunciation

Specific Cultural Topic:	**The Street Scene**
The Communicative Competence:	Given a picture of an urban street scene (i.e., a triumph, a funeral procession, shops, vehicles, a sedan chair), the student will write 5-10 Latin sentences describing elements in the picture.
Skills:	Latin writing
Linguistic Content:	*Vocabulary:* modes of transportation shops, buildings, social classes, professions *Structure:* agreement, descriptive adjectives, prepositional phrases
Evaluative Schema:	Accuracy of information and language

Specific Cultural Topic:	**Roman Structures**
The Communicative Competence:	Given illustrations, the student will identify the types of structures Romans saw every day (i.e., *templum, basilica, aquaeductus, villa, insula, pons*) in Latin.
Skills:	Latin writing
Linguistic Content:	*Vocabulary:* names of structures
Evaluative Schema:	Accuracy of identification and spelling

Specific Cultural Topic:	**Common Experiences**
The Communicative Competence:	Role playing the part of a typical Roman, the student will describe one facet of everyday life in English (i.e., the baths, the games, a meal, a day at school).
Skills:	English speaking
Evaluative Schema:	Accuracy and completeness of information

LEVEL TWO PROFICIENCY

Grades
9 10 11 12

Course Description

Instruction at this level opens with a systematic review of the work of Level I. While the work in Level I is concerned with basic grammar forms, Level II is concerned with Latin syntax, including:

1. the formation and use of gerunds and gerundives;
2. the formation and use of the subjunctive mood;
3. the irregular verbs, especially *fero, fio, volo, nolo,* and *malo;* and
4. the deponent verbs.

The course should be focused on the reading skills, beginning with "made" Latin narratives, ideally connected by a theme or a sequence of actions, and moving to at least a full semester's work on edited selections from a Roman author or authors. The cultural component should be focused on Roman civilization and history and Rome's role in the development of Western Civilization.

Because Levels I and II are so closely related, a textbook series should be adopted to avoid confusing the student with changed teaching approaches, widely variant vocabularies, and broadly divergent foci on subject matter content. Supplementary texts at this level should take the form of readers rather than grammars.

Specific Proficiency Statements

By the end of Level II, a Latin student should be able to:

1. Participate in Latin question-answer exercises over materials read, pose questions, and take part in prepared simulations or dramatizations;
2. Comprehend materials appropriate to the level aurally when read aloud or dramatized;
3. Read graded narrative and cultural materials and edited Latin authors;
4. Write short structured Latin exercises and compositions;
5. Show increasing understanding of a wider range of ancient Roman etiquette, daily life, history, government, and politics; and
6. Demonstrate a growing understanding of Western Civilization's rich and diverse heritage from the ancient Romans.

Level Two Proficiency Indicators

Proficiency indicators, summaries and descriptions in general terms of the operations involved in the Level II competencies, are listed under each proficiency statement. They will also serve in developing equivalent competencies if those in this *Guide* do not "fit" the local school program or the adopted text materials.

By the end of Level II, a Latin student should be able to:

1. Participate in Latin question-answer exercises over materials read, pose questions, and take part in prepared simulations or dramatizations.

   Indicators:

   a. reading Latin aloud meaningfully;
   b. answering Latin comprehension questions orally;

c. posing Latin questions over materials read; and
d. taking part in prepared simulations and/or dramatizations.

2. Comprehend materials appropriate to the level aurally when read aloud or dramatized.

Indicators:

a. answering Latin oral questions orally or in writing;
b. following directions given orally;
c. summarizing the content of the material heard in English; and
d. outlining or taking notes on material heard in Latin or in English.

3. Read graded narrative and cultural materials and edited Roman authors.

Indicators:

a. answering Latin comprehension questions orally or in writing;
b. posing oral or written questions over the material read;
c. summarizing, outlining, or retelling the content read in English;
d. translating into English orally or in writing;
e. making identifications (i.e., characters, events, geographic areas);
f. matching definitions or descriptions to the people or events to which they refer in literature, legendary history, or mythology;
g. presenting dramatic readings;
h. simulating or dramatizing historical, cultural, literary, or mythological events;
i. identifying periods of Rome's history;
j. explaining Roman political offices; and
k. matching professions with the responsibilities involved.

4. Write short structured Latin exercises and compositions.

Indicators:

a. composing a Latin *graffito;*
b. writing a structured Latin letter;
c. identifying people, events, places via Latin descriptions;
d. associating people and events, places and events, people and periods of history; and
e. composing short descriptions or narratives.

5. Show increasing understanding of a wide range of ancient Roman etiquette, daily life, history, government, and politics.

Indicators:

a. making identifications or matching descriptions with people, events, or places;
b. explaining historical or cultural events;
c. role playing various phases of Roman life;
d. dramatizing events from daily life, history, literature, or mythology;
e. researching various facets of ancient Roman life and history; and
f. identifying archaeological finds.

6. Demonstrating a growing understanding of Western Civilization's rich and diverse heritage from the ancient Romans.

Indicators:

a. recognizing Latin abbreviations and ***sententiae*** commonly used in English;
b. using common Latin abbreviations and ***sententiae*** appropriately in English;
c. researching various facets of Roman life and history;
d. dramatizing events from Rome's daily life, literature, or history;
e. identifying cultural and political aspects still influencing life today; and
f. identifying archaeological finds.

THE LEVEL TWO LEARNING OUTCOMES

(Latin Competencies)

Nota bene: A number of the learning outcomes in Level II are multiuse competencies, that is, the format of the single competency is such that it may be used at two or three different times over the course of the second year of instruction.

Given the wide range of teacher options in this context, no learning outcome is accompanied by a definition of the linguistic content (i.e., grammar points, syntax, vocabulary), for the teacher is in total control of the simplicity or complexity of the competency. No evaluation schema has been suggested for any either, leaving teachers free to select the mode of evaluation in keeping with mode of evaluation in keeping with their usual practices.

Cultural Context: READING AND LITERATURE

Specific Cultural Topic:	**Any Topic**
The Communicative Competence:	Given a Latin passage on any topic, the student will answer Latin comprehension questions with Latin sentence responses.
Skills:	Latin reading, Latin speaking or writing
Specific Cultural Topic:	**Mythology**
The Communicative Competence:	Given a particular myth as a Latin reading (i.e., Daphne and Apollo, Cupid and Psyche, Atalanta and Hippomenes, Baucis and Philemon), the student will retell the tale in his or her own words.
Skills:	Latin reading, English speaking or writing
Specific Cultural Topic:	**Heroes**
The Communicative Competence:	Having read the exploits of one of the heroes (i.e., Ulysses, Aeneas, Jason and the Argonauts, Hercules), the student will be able to recount the hero's adventures
Skills:	Latin reading, English speaking or writing
Specific Cultural Topic:	**Roman Values**
The Communicative Competence:	Given the story or a famous Roman (i.e., Cincinnatus, Horatius, Lucretia, Scaevola), the student will be able to explain the value(s) exemplified by the acts of this person.
Skills:	Latin reading, English speaking or writing

Specific Cultural Topic: ***Graffiti***

The Communicative Competence: Given a series of Latin *graffiti* from Pompeii and other cities, either a random selection or all on a specific topic, the student will correctly interpret them by explaining their meaning or translating them.

Skills: Latin reading, English speaking or writing

Specific Cultural Topic: ***Graffiti***

The Communicative Competence: Given a study of Latin *graffiti* from Pompeii and other cities, the student will compose a Latin graffito to be displayed on a bulletin board made to resemble a Roman wall.

Skills: Latin reading and writing

Specific Cultural Topic: ***Saturnalia***

The Communicative Competence: Given a series of Martial's *Saturnalia* "gift tags" in Latin, the student will write English translations which convey the content and spirit of Martial.

Skills: Latin reading, English writing

Specific Cultural Topic: ***Saturnalia***

The Communicative Competence: Given a study of Martial's *Saturnalia* "gift tags" in Latin, the student will select Saturnalia gifts to be given to three friends and write Latin gift tags to go with those gifts.

Skills: Latin reading and writing

Specific Cultural Topic: **The Labors of Hercules**

The Communicative Competence: The student will be able to identify each of the labors of Hercules from a Latin description.

Examples:

Tria milia boum in stabulo ingentis magnitudinis inclusit. Ad hoc tempus stabulum numquam purgatum est.
Postquam per totum annum cucurrit, cervum cursu defessum cepit et vivum ad Eurystheum regem rettulit.

Skills: Latin reading, English writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Given a map of ancient Gaul, the student will be able to identify its three major divisions, Helvetia, and Helvetia's natural boundaries.

Skills: Latin reading and writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Having studied the *Commentarii*, the student will be able to provide both pro and con arguments for Caesar's involvement in Transalpine Gaul.

Skills: Latin reading, English speaking or writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Given a list of major characters in the *Commentarii*, the student will be able to identify them by selecting the proper Latin description.

Example:

Erat nobilissimus apud Helvetios.	Belgae
Is gratia et donus apud Sequanos plurium poterat.	Dumnorix
Fortissimi omnium Gallorum erant,	Orgetorix

Skills: Latin reading and writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Having read the Helvetian episode in the *Commentarii*, the student will role play a situation in which he/she is a Helvetian survivor explaining why they migrated, their difficulties leaving, their encounter with Caesar, and the return home.

Skills: Latin reading, English speaking or writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Role playing the part of a young Roman draftee, the student will write an English letter to his father describing the setting up of camp.

Skills: Latin reading, English writing

Specific Cultural Topic: **Caesar's *Commentarii de Bello Gallico***

The Communicative Competence: Role playing the part of a young Roman draftee, the student will write an English letter to his father describing the army on the march.

Skills: Latin reading, English writing

Specific Cultural Topic: **Roman Drama**

The Communicative Competence: Given a play or a part of a play by Plautus, the students will present a dramatic reading of a scene from the reading.

Skills: Latin reading, Latin speaking

Specific Cultural Topic: **Roman Drama**

The Communicative Competence: Given a play or a part of a play by Plautus, the students will dramatize a scene in English.

Skills: Latin reading, English speaking

Cultural Context: OUR ROMAN HERITAGE

Specific Cultural Topic: **Abbreviations Commonly Used in English**

The Communicative Competence: Given a list of Latin abbreviations commonly encountered in English, the student will translate each abbreviation into English and use each in an appropriate English sentence.

Examples:

etc.	P.M.
et al.	P.S.
A.D.	i.e.

Skills: Latin speaking, English writing

Specific Cultural Topic: **Phrases Commonly Used in English**

The Communicative Competence: Given a list of Latin phrases commonly found in English, the student will define or explain each in English.

Examples:
mea culpa
in loco parentis
ex officio
in toto
cum laude
modus operandi

Skills: Latin reading, English writing

Specific Cultural Topic: **Mottoes Commonly Used in English**

The Communicative Competence: Given a list of mottoes or quotations commonly occurring in English, the student will define each in English.

Examples:
Mens sana in corpora sano.
Tempus fugit.
Excelsior
E pluribus unum

Skills: Latin reading, English writing

Cultural Context: FAMILY AND HOME

Specific Cultural Topic: **Archeology**

The Communicative Competence: Given pictures of archeological finds (i.e., cooking or eating utensils, furniture, jewelry), the student will identify either in what room of the house the article would be found or what family member most commonly used it.

Skills: English or Latin writing

Specific Cultural Topic: **Marriage**

The Communicative Competence: The student will role play a young man or woman recalling his or her wedding day, including who the guests were, a description of the ceremony, the order of events, and his or her feelings.

Skills: English speaking or writing

Specific Cultural Topic: **The Assumption of the Toga Virilis**

The Communicative Competence: The student will role play a young man describing his recent assumption of the *toga virilis* to a young friend.

Skills: English speaking or writing

Cultural Context: POLITICS AND HISTORY

Specific Cultural Topic: **The Three Styles of Government**

The Communicative Competence: Given a list of historical events spanning the whole of Rome's existence, the student will be able to identify the period in which it occurred — the monarchy, the republic, or the empire.

Skills: English reading and writing, Latin reading and writing, or Latin reading and English writing

Specific Cultural Topic: **Famous Romans**

The Communicative Competence: Given a list of historical events, the student will be able to identify the person or persons associated with the event.

Skills: English reading and writing, Latin reading and writing, or Latin reading and English writing

Specific Cultural Topic: **Offices of the Republic**

The Communicative Competence: Given a list of the duties of public officeholders, their terms of office, and the elective body, the student will identify each — *consul, quaestor, tribunus,* etc.

Skills: English reading and Latin writing or Latin reading and writing

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Topic: ***Hospitium***

The Communicative Competence: The student will write a Latin letter to demonstrate his or her understanding of *hospitium,* using the following data and questions.

Tu iter Neapolim facies ubi hospes habitat. Tu hunc hospitem non cognoscis.

Quo die in animo pervenire apud hospitem habes?
Qui tecum iter facient?
Quam diu cum hospite manebis?
Quos cibos non edere potes?
Quo instrumento te esse hospitem verum probabis?

Skills: Latin reading and writing

Cultural Context: THE WORLD OF THE ANCIENT ROMANS

Specific Cultural Topic: **Geography**

The Communicative Competence: Given a map of the Roman world the student will be able to label a given number of territories under Roman rule at a specific point in time.

Skills: Latin reading and writing

Specific Cultural Topic: **The Empire**

The Communicative Competence: The student will role play a trip through the Roman Empire, identifying famous ruins in the various countries (e.g., the Pont du Gard, the aqueduct at Segovia, the Maison Caree, Hadrian's Wall).

Skills: English writing

Cultural Context: EVERYDAY LIFE

Specific Cultural Topic:	**The *Saturnalia***
The Communicative Competence:	The student will role play a Roman teenager writing a letter to a friend to describe the recent *Saturnalia* he/she just celebrated.
Skills:	Latin or English writing
Specific Cultural Topic:	**Holidays**
The Communicative Competence:	Given a list of Latin holidays, the student will describe each in a Latin sentence.
Skills:	Latin writing
Specific Cultural Topic:	**Social Classes**
The Communicative Competence:	Role playing the part of a Roman *patronus*, the student will explain the manumission of a slave.
Skills:	English speaking or writing
Specific Cultural Topic:	**Social Classes**
The Communicative Competence:	Having studied Roman slaves, freedmen, and plebeians, the student will compare their lives, citing the problems and/or advantages inherent in each.
Skills:	English speaking or writing
Specific Cultural Topic:	**Slavery**
The Communicative Competence:	Role playing the part of a soldier, the student will explain to a friend what kind of work can be anticipated by each of the following captives who have been taken into slavery: An unskilled middle-aged man Two handsome twin teenage boys A middle-aged wife and mother An older experienced teacher of Greek An elderly sick slave
Skills:	English speaking or writing
Specific Cultural Topic:	**The *Salutatio***
The Communicative Competence:	Role playing the part of a Roman *patronus*, the student will explain the *salutatio* to a foreign visitor.
Skills:	English speaking or writing

Specific Cultural Topic:	**Common Experiences**
The Communicative Competence:	Role playing the parts of typical Romans, groups of students will recreate in Latin a scene from everyday life (i.e., a meal, a day at school, an experience at the baths, an experience at the games, etc.).
Skills:	Latin speaking

Cultural Context: THE WORLD OF WORK

Specific Cultural Topic:	**The Professions**
The Communicative Competence:	Given a series of Latin sentences, each describing an activity associated with a particular profession, the student will identify that profession.
Skills:	Latin reading and writing

LEVEL THREE-FOUR PROFICIENCY

The Level III and IV learning outcomes have been combined both because the major difference in these offerings is a matter of content and because the vast majority of advanced Latin courses are taught as multilevel classes. Sometimes Level III and IV are combined in a class period with the content "rotated" in alternate years, sometimes they are scheduled into a period with one or two of the other levels in the sequence. Teachers should see "Coping with the Guide in the Multilevel Class" in Section III.

Course Characteristic

Instruction at these levels should provide the student with one of two possibilities:

1. the in-depth study of a single author, such as Cicero, with concentration on the political, literary, religious, and social movements of the period in which the author lived and wrote; or
2. a survey of many excerpted selections from a wide range of Roman authors and including a variety of both prose and poetic styles.

At these levels students should be encouraged to develop their information-acquisition skills through research projects and to pursue individual interests as well as the basic content of the course offering.

Specific Proficiency Statements

By the end of an advanced level of study in Latin, a student should be able to:

1. Deal with the natural and necessary uses of the oral language that arise out of the course content;
2. Comprehend materials appropriate to the given level aurally when read aloud or dramatized and retain the information for further use;
3. Read Latin in a variety of writing styles;
4. Write summaries, outlines, or variations of materials heard or read;
5. Show increased knowledge of the personal and public lives of famous Romans from the Republic and Empire; and
6. Demonstrate a clear understanding of Western Civilization's heritage from the ancient Romans.

Level Three-Four Proficiency Indicators

Proficiency indicators, summaries and descriptions in general terms of the things a student must be able to do in order to attain the Level III-IV competencies, are listed under each proficiency statement. They will also serve in developing equivalent competencies if those in this *Guide* do not "fit" the local program or the adopted text materials.

By the end of an advanced level of study in Latin, a student should be able to:

1. Deal with the natural and necessary oral uses of the language that arise from the course content.

   Indicators

   a. reading Latin aloud;
   b. asking and answering Latin comprehension questions;
   c. reading aloud poetry which has been scanned; and
   d. participating in prepared simulations or dramatizations.

2. Comprehend materials appropriate to the level aurally when read aloud or dramatized and retain the information for further use.

   Indicators:

   a. answering Latin oral comprehension questions orally or in writing;
   b. outlining or taking notes on the material heard in either Latin or in English;
   c. summarizing the material heard orally or in writing in English;
   d. drawing inferences or conclusions from the material heard either orally or in writing in English and
   e. relating events and people in the materials heard orally or in writing.

3. Read Latin in a variety of writing styles.

   Indicators:

   a. answering Latin comprehension questions orally or in writing;
   b. summarizing or retelling the content orally or in writing in English;
   c. outlining the content read in Latin or in English;
   d. translating into English orally or in writing;
   e. role playing historical, cultural, literary, or mythological events in Latin or in English;
   f. presenting dramatic readings;
   g. acting out excerpts from plays read;
   h. associating people and events in literature, legendary history, history, and mythology; and
   i. explaining Roman political movements.

4. Write summaries, outlines, or variations of materials heard or read.

   Indicators:

   a. writing answers to oral or written Latin comprehension questions;
   b. outlining material heard or read in Latin or in English;
   c. summarizing material heard or read in English;
   d. authoring simulations or dramatizations of the material read;
   e. associating people and events, places and events, people and specific periods of time;
   f. preparing narratives or descriptions; and
   g. scanning Latin poetry.

5. Show increased knowledge of the personal and public lives of famous Romans from the republic and empire.

   Indicators:

   a. explaining historical events or events in the lives of famous authors;
   b. describing various facets of the lives of specific Romans orally or in writing;
   c. researching the lives of specific figures from the republic and/or empire; and
   d. role playing events from the lives of famous Romans.

6. Demonstrate a clear understanding of Western Civilization's heritage from the ancient Romans.

   Indicators:

   a. researching and making historical connections between ancient and modern political institutions and practices;
   b. researching and making connections between ancient and modern lifestyles; and
   c. dramatizing historical, literary, political, or mythological events that have impacted on contemporary times.

THE LEVEL THREE-FOUR LEARNING OUTCOMES
(Latin Competencies)

Nota bene: It should be noted that some of these learning outcomes, as in the lower levels, are multiuse competencies, that is, they may be used two or three times throughout the course of the year.

Those competencies focused on specific authors or literary works may be used as models for dealing with comparable kinds of literature.

The teacher, as always, is in absolute control of the simplicity or complexity of the student performance to be required and the evaluative criteria to be applied.

Cultural Context: LITERATURE — GENERIC COMPETENCIES

Specific Cultural Situation: **Roman Poetry**

The Communicative Competence: Given a specific poem or passage of poetry, the student will scan the material and read it aloud in meters.

Skills: Latin reading/speaking

Specific Cultural Situation: **Literary Devices**

The Communicative Competence: Given a list of literary devices (e.g., alliteration, hyperbole, rhetorical question), the student will identify them in a given piece of literature.

Skills: Latin reading/English writing

Specific Cultural Situation: **Retelling**

The Communicative Competence: Upon reading a self-contained literary passage, the student will write a summary in which the material is retold from a different point of view.

Skills: Latin reading/writing

Specific Cultural Situation: **Dramatization**

The Communicative Competence: Students in small groups will dramatize scenes from the literature they have been reading.

Skills: Latin reading/speaking

Specific Cultural Situation: **Summarizing**

The Communicative Competence: After listening to a fable, a myth, a legend, a literary passage, or a piece of poetry, the student will write a summary of what he/she has heard.

Skills: Latin listening/English writing

Specific Cultural Situation: **Expressing Feelings**

The Communicative Competence: After reading a literary passage or a piece of poetry, the student will express his/her feelings about the work, including such things as likes and dislikes and the memories evoked.

Skills: Latin reading/English writing

Specific Cultural Situation: **Role playing**

The Communicative Competence: The student will role play a character (or the author) of the literature he/she has been reading, giving information about himself/herself and his/her activities.

Skills: Latin reading/English speaking

Specific Cultural Situation: **Myths and Fables with a "Message"**

The Communicative Competence: After listening to or reading a fable or a myth, the student will create an original fable or myth that teaches a moral, explains why something is the way it is, or explains a cultural practice.

Examples: How deserts were created. The origin of a specific kind of tree, plant, or flower.

Skills: Latin listening or reading/English writing

Cultural Context: LITERATURE — SPECIFIC AUTHORS/WORKS

Specific Cultural Situation: **Roman Comedy**

The Communicative Competence: After reading a comedy by Platus, the student will impersonate a stock Roman comic character (e.g., Euclio, the greedy and antisocial miser).

Skills: Latin reading/English speaking

Specific Cultural Situation: **Letter Writing**

The Communicative Competence: Given a letter of Cicero or Pliny, the student will write a letter of response.

Skills: Latin reading/Latin or English writing

Specific Cultural Situation: **Letter Writing**

The Communicative Competence: Given excerpts from Pliny (Book X. 96.97), the student will write a summary of the views of Pliny and Trajan on Christians.

Skills: Latin reading/English writing

Specific Cultural Situation: **Letter Writing**

The Communicative Competence: Having read several of Pliny's letters, the student will write a paragraph on his/her assumptions about Pliny the man.

Skills: Latin reading/English writing

Specific Cultural Situation: **The Extreme Roman Banquet**

The Communicative Competence: After reading selections from Petronius' *Cena Trimalchionis*, the student will assume the role of one of the guests at the *cena* and relate his/her experiences at the dinner party orally or in writing.

Skills: Latin reading/English writing

Specific Cultural Situation: **Roman Epic**

The Communicative Competence: After reading a section of Vergil's *Aeneid*, the student will rewrite the material in simplified Latin prose.

Skills: Latin reading/writing

Specific Cultural Situation: **Roman Mythology**

The Communicative Competence: After reading myths from Ovid's *Metamorphoses*, the student will write an outline of the myth in Latin.

Skills: Latin reading/writing

Cultural Context: OUR ROMAN HERITAGE

Specific Cultural Situation: **Interdependence**

The Communicative Competence: The student will research and report orally on one influence the ancient Romans have had on some aspect of life in the United States (i.e., political institutions, language, architecture).

Skills: English reading, including Latin literature in translation/English speaking

Specific Cultural Situation: **Visual Arts**

The Communicative Competence: Given a film or a videotape (e.g., *Spartacus, I Claudius, Ben Hur, Quo Vadis*?), the student will outline, summarize, or critique it.

Skills: English listening/writing

Specific Cultural Situation: **Famous Places to Visit**

The Communicative Competence: Having researched the topic, the student will role play a tour guide at a famous monument (i.e., Colosseum, Baths of Caracalla, the Forum), describing at least three aspects of the building in detail.

Skills: English reading, including Latin literature in translation/English speaking

Specific Cultural Situation: **Famous Places to Visit**

The Communicative Competence: Given a specific period in Rome's history, the student will identify three famous places to visit, describing each in a short paragraph.

Skills: English reading, including Latin literature in translation/English writing

Cultural Context: POLITICS AND HISTORY

Specific Cultural Situation: **Governmental Organization**

The Communicative Competence: Students will originate statements contrasting the Roman Republic with the United States including:

a. the chief officials;
b. the type of government;
c. elections, etc.

Skills: English reading, including Latin literature in translation:/English writing

Specific Cultural Situation: **Major Events**

The Communicative Competence: Given a list of major events in Rome's history, the student will arrange the events in chronological order.

Skills: Latin reading/writing

Specific Cultural Situation: **Historical Periods**

The Communicative Competence: The student will research a period in Rome's history and write a paper explaining the major events and the important people of the period.

Skills: English reading, including Latin literature in translation/English writing

Specific Cultural Situation: **Famous People**

The Communicative Competence: The student will write a biography of an important figure of the Republic or Empire, including contemporaries and events (e.g., Catiline, Octavian).

Skills: English reading, including Latin literature in translation/English writing

Cultural Context: EVERYDAY LIFE

Specific Cultural Situation:	**Shopping**
The Communicative Competence:	The student will research a specific aspect of shopping in ancient Rome (i.e., shopping for food, "restaurants") and write a paragraph comparing that practice with ours today.
Skills:	English reading, including Latin literature in translation/English writing
Specific Cultural Situation:	**Food and Meals**
The Communicative Competence:	Given a reading featuring a menu or meal (i.e., one or more of Martial's epigrams, Trimalchio's banquet), the student will identify five (5) menu, table setting, or etiquette differences between that event and comparable happenings today.
Skills:	Latin and English reading, including Latin literature in translation/English writing.

SECTION III

COPING WITH THE GUIDE IN THE MULTILEVEL CLASS

Multilevel classes are the rule rather than the exception in Indiana Latin classrooms. While the most common practice is to schedule two levels into one class period, there are a fair number of teachers offering all the Latin that is taught in the school — levels one, two, and three — in one and the same period.

The most common strategy for coping with multilevel scheduling, particularly where two levels meet in one class hour, is to divide the period into equal halves, one level working with the teacher as the other completes assigned work, then alternating. This strategy is most successful when the two levels in the multilevel class are advanced courses, for the students in these levels are capable of much more independent study. Students in levels one and two, however, need more teacher direction and attention. When a level one is combined with a level three, for example, a more reasonable and ultimately more equitable "division" of the class time is to give the lower level three-fifths and the upper two-fifths of the instructional time available. A good "rule of thumb" is that the lower level needs more time than the upper one — even if the levels are one and two.

There are other time-allotment strategies for coping with the multilevel class, depending upon what levels are combined. Some of these approaches call for:

1. Teaching one level on Mondays, Wednesdays, and Fridays one semester, alternating to Tuesdays and Thursdays, the second;
2. Instructing one level for two or three days in a row when the work is complex, assigning the other level independent or small-group projects;
3. Leading both levels in the same basic content, but assigning different and appropriate objectives to each level; and
4. "Mixing and matching" a variety of strategies as the work of the levels demands or simply to vary instructional procedures.

The greatest danger is that far too much written discrete-item and "workbook" material will be assigned that students will not really get experience reading Latin because of the lack of contact time with the teacher. Students can translate working in small groups, sometimes with the upper level students as leaders, thus giving the teacher a short respite. Small groups can also work while the teacher is conducting another level, so long as everyone modulates his or her speaking.

The "mixing and matching" of strategies becomes imperative when more than two levels are scheduled into one multilevel class, for the most advanced level, all too frequently, works wholly independently the vast majority of the time. When advanced-level students are scheduled into a class already containing levels one and two, the teacher must make certain that they receive at least one hour's contact time per week, either in two half-hour segments or for a full class period — even if there are only one or two students. And, teachers should keep in mind that one level's introduction to new material can be a review to be expanded upon for the other level or levels in the class.

The single most critical element in the multilevel class context is attitude. If the teacher is disorganized, seemingly harried, or resentful, the various levels will become hostile toward one another. Teachers can avoid many motivational problems by having all levels involved in joint activities at least once every week or every other week. Culture lessons are especially good for joint collaborative activities.

The learning outcomes/competencies can serve a very positive motivational function in the environment of the multilevel class for two reasons:

1. They are a "guarantee" of a sort that the students are receiving adequate training despite the time constraints of multilevel scheduling; and

2. They provide an alternative to the kinds of "workbook" exercises in which textbooks abound and provide students with opportunities to use their skills in varied and global — and more satisfying — ways.

Not the least of the advantages of the learning outcomes/competencies is that they give the students a sense of progress in their Latin studies, for they increase in complexity as students advance through the sequence.

Teachers in the multilevel class context can define the learning outcomes/competencies to be attained in terms of the year, the semester, or the grading period. Teachers may, for example, define 10-15 competencies to be attained in a year, 6-9 for a semester, 3-4 for a 9-week grading period, or 2-3 for a 6-week grading period. The results are much more positive when the teacher "publishes" the competencies to be attained in each level on the first day of the semester or grading period.

A CAVEAT ABOUT TRANSLATION

While translating literally can be a useful way of helping to assure that students understand all the grammatical, syntactical, and idiomatic relationships in a sentence, the literal translation should never be left to stand as the final rendition. Students should always be asked to phrase the translation in the best English of which they are capable.

In class recitation, teachers should demand that students refine their translations to good English, asking them to retell the content in their own words as one way of getting to the best rendition possible. In grading written translations the emphasis should be on correct and effective English as much as upon an accurate "accounting" for the Latin used. Students can be helped to write better translations if they are not always restricted to translating a single sentence in class recitation; there should be occasions when they translate a minimum of two or three sentences that are consecutive in the passage, so that they learn how one sentence may clarify the one before or the one after.

Short passages are the best in writing assignments, especially from the standpoint of a rapid "turnaround" time in correction. Students whose translations are literal or awkward should, on occasion, be asked to redo them. And, in order to avoid the "committee report" of students doing each other's work, written translations are best handled as in-class activities.

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